DOCUMENT RESUME

ED 346 800 HE 025 620

AUTHOR Nicodemus, Robert
TITLE Group Relations Training and Consultancy (Report No. 69).
INSTITUTION Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE 92
NOTE 21p.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Faculty; *Consultation Programs; Educational Needs; *Group Behavior; *Group Dynamics; *Group Experience; Higher Education; *Human Relations; *Interprofessional Relationship; Postsecondary Education; Psychiatry; Social Psychology; Training Objectives
IDENTIFIERS Open University (Great Britain); *Process Consultation

ABSTRACT

This report describes the links between group relations training, process consultancy, and psychoanalysis and relates these to the kinds of training which may be needed to develop consultation programs within an institution, specifically the Open University (OU) in England. A list of recommended readings and institutions which may provide training is also included. The following topics are discussed: object relations and a three-part relationship between authority, dependence, and learning; OU institutional openness and creativity; denial and exaggeration of differences; psychodynamic theory; staff development and training; training for consultancy; and aims for courses relevant to consultancy. Appendices provide a summary of training sessions from 1978 through 1982 in numbers of hours, and a list of examples of training courses and conferences. (47 references) (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Teaching and Consultancy Centre Report No 69

ED346800

Group relations training and consultancy

by Robert Nicodemus

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Nicodemus
The Open University

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

1992

HE025-620

Institute of Educational Technology
The Open University, Milton Keynes MK7 6AA

The Open University

BEST COPY AVAILABLE

The **Teaching and Consultancy Centre** is part of the Open University's Institute of Educational Technology.

Its aims are:

1. **To help improve student learning** in the University by advising and assisting Faculties, Schools, Continuing Education, University Committees and groups, as appropriate. A chief concern is the accessibility and teaching effectiveness of course materials, to which the Centre contributes through its work on course teams: through research; course planning, policy making and working methods; critical reading of draft materials, and the evaluation of courses.

2. To maintain a knowledge base for the above activities by helping to research problems in the OU learning system and by recording experience in course teams and on committees, and also to encourage innovatory solutions and practices.

3. To provide consultancy and training, inside the OU and on a contract basis with outside organisations, based on the staff's wide experience in distance education and open learning. On this same basis, to chair course teams and write course materials, and to 'transform' materials produced by external contributors into high quality distance teaching material.

FOREWORD

Links between group relations training, process consultany and psychoanalysis is described and related to the kinds of training which may be needed to develop consultancy from within an institution. A list of recommended readings and institutions which may provide training is included.

GROUP RELATIONS TRAINING AND CONSULTANCY

Introduction

Group relations training is an approach to education which evolved out of work started nearly fifty years ago by psycho-analysts and organizational consultants in the Tavistock Clinic and the Tavistock Institute of Human Relations (TIHR). In this report I will show how the theory and methods shared by these three areas (therapy, consultancy and training) have been applied by staff in the Open University (OU) to better understand the impact of a distance education environment on work and learning, of staff and students. Our experiences help illuminate the dynamics found in any institution and experienced through a number of tensions i.e. between the individual and group, between groups and focused often on issues about authority and dependence. Finally, I will briefly consider the training which may be needed to develop process consultancy.

Background

My first experience of group relations training was a three day TIHR conference in December, 1978 - 'Explorations in relatedness'. Two months later in an internal IET (Institute of Educational Technology) paper I summarized my experiences in the conference in the form of seven objectives - 1. to demonstrate the irrational responses provoked by stress and the tendency to seek authority or escape anxiety through group formation 2. to experience how groups begin to define themselves by their relations with other groups 3. to show how much of individual and group behaviour is based on the exercise of power in a competitive win or lose situation 4. to confront the issue of trust as individuals cross boundaries 5. to experience confusion and disorientation as individual and group boundaries change and how individual may collude to allow others to carry a problem for the group 6. to experience being de-skilled in an unfamiliar situation where the task is unclear and the only firm boundary is between staff and conference members 7. to see how procedures become more important than content where personal relations have not been established and the group tries to re-establish defenses which may maintain expected conventions. This paper led to the beginning of enquires by OU staff into the dynamics of their working groups.

Understanding these condensed objectives may require further reading, some group relations type educational experience and observation of work groups. This variety of experience will make the objectives more real and the theory on which they are based usable. Groups relations training aims to reproduce in a controlled environment some of the dynamics one may experience in working groups and institutions. Thirteen years ago I felt that these objectives were important to me in understanding my experiences of OU course teams but arriving at an understanding which could be clearly shared was to take many years. For example, the idea of escaping anxiety by group formation comes from a paper by Wilfred Bion (1952) in which he describes the group's search for alternative leaders who will help avoid anxiety through absolute dependence on them, fight with or flee from or pair up with to prevent change.

Group relations training has broadly influenced the way that many different people view education, although it would be difficult now to separate the specific sources e.g. group dynamics, therapy, consultancy. Considering some of the objectives, it is not surprising that a church based training group has incorporated some of the theory and methods from group relations. One of the most down-to-earth programmes is the 'Scheme for Professional Development' (SPD) sponsored by the Board of Education, Church of England (see Appendix B). e.g. "Individual learners are affected by: their previous experience of learning, the underlying or unconscious processes in themselves or in the context, the inter-personal relationships in the learning situation, the experience of other learners, the environment of learning and the study of the educator or trainer" (SPD, 1992). Also imbedded in these statements is a view of learning which is similar to that in group relations training, particularly the importance of anxieties in issues about boundaries, containment and development.

A psychodynamic theory is about normal process taken to an excess i.e. the dynamics are too extreme, not sustained or do not lead anywhere. The past is too alarming, the present somehow empty and the future hopeless. Even worse is that such feelings are denied and avoided in groups by a variety of behaviours e.g. denying separateness and individuality, stereotyping people, polarizing ideas and constant reversal of positions. There is a rather technical language which describes such process in terms of the relationships between objects - 'object relations' theory. The great advantage of object relations ideas is that they may be applied to every level of relationship - individual, group and institution as well as the internal psychic processes in the mind.

Object relations

In suggesting that a group seeks an alternative leader to avoid anxiety, Bion was applying to groups what he knew about individuals through psychoanalysis. Although we can only guess about the earliest experiences of infancy, guesses informed by careful observation can provide the basis of a theory for enquiry. An 'object relations' account might go like this. Our first relationship is one of dependence on a mother who is initially experienced in different ways, hands which hold, breast which feeds. Inevitably these parts of the mother's body (part-objects) are absent at times and may be idealized or experienced as persecutory by their absence. Eventually, the baby begins to realize that the loved and hated aspects of the different objects are all part of a whole mother. Thus, ambivalence is born out of three processes - splitting of internal mental objects into good and bad, projecting the good or bad into an external physical object and, eventually, integrating the opposed feelings into one whole object, a real mother who is not quite perfect. Along with the whole object and whole thought comes an awareness of the destructive potential inside one's self, concern about the loved-hated object and a desire to protect or repair it. Reparation may be the main source of creativity but it requires tolerance of depressive as well as persecutory anxieties, threats from inside and outside.

Object relations language may also be used to describe different kinds of authority and a three part relationship between authority, dependence and learning. The internal worlds of mother and baby symbolize the first two parts and the third may be described as the place where experiences are lived and how they change through shared experiences i.e. the space between two which is also a place for holding and thinking, learning and hope. My main interest is how such a model may be used to understand the complex environment of an institution. In the OU, the teacher, learner and academic discipline is a clear example of the three part relationship. Disciplines help thinking and IET, where I am based, can be described as a place where thinking about the system and how to improve it takes place. The OU, students and IET can be seen as another three part relationship. The problem is where are the depressive anxieties contained, when the hopes and fears of students and staff are brought together? Course teams and summer schools are two places but they are still separated. IET is one place which attempts to relate to all the others and working through the depressive anxieties is always a formidable task i.e. clarifying different kinds of boundaries -

beginnings and endings and relationships with different groups. One of the most important functions of IET has been to show that one can survive being the object of anxieties, particularly when taking on the role of process consultancy.

OU openness and creativity

For effective working in an institution being clear about one's self first is necessary to be clear about anything else e.g. the relationship between management, the task and one's role. Management provides the conditions for work and survival. Clarity about one's role requires some minimum clarity about one's self, the difference between inner and outer reality, the unconscious and how being clear is affected by the relationship with authority. The task concerns the where and how of work. One hundred years ago Freud formulated this three way tension in terms of super-ego, id and ego. Now, we might be more inclined to consider what controls our behaviour (language and institutions), how one gets to know the unconscious world (openness and realizing individual potential) and where life is lived (working teams, family, parental-child relationships).

'Process consultancy' that we have developed in the OU must be placed within an historical context which also has the three elements of authority, dependence and learning. The authority is represented by the theory and methods developed in the TIHR and communicated through literature and training. Dependence is what I brought to TIHR, needing some way to think about my experiences at work and sustain me in my enquires into them. This accounts for the strong autobiographical element in this report. Finally, the OU context of distance education provided a unique place to bring the dynamic processes out in the open through the support, curiosity and trust of many colleagues that more choices might be available about how work is organized or, for a few, possibly survived.

There is one further analogy relating to how the OU brings an academic discipline alive for students who are at a distance and deprived of the opportunities for personal support more readily found in conventional institutions. The success of the OU is usually attributed to technical aspects of a multi-media system where the authority of the discipline being taught is made more accessible through highly structured correspondence texts which give an impression of an on-going dialogue between author and student. In fact, the

teaching-learning relationship is very much lived through in two places - the teams within which staff work and the summer schools where different parts of the system (including all the anxieties about separation, integration and differentiation) come together in one place. Teams and summer schools provide a relatively invisible function, largely at the unconscious level, where depressive anxieties associated with integration of separate parts of the system, as well as learning, are expressed and worked through. It is because of this psychic work that OU courses and the systems have so much creativity and vitality which also sustains a large community of part-time tutors and their own creative input.

Denial and exaggeration of difference

Through process consultancy in the OU over the past 10 years (1981-1991) we have identified how gender, age and generation may become a focus for expressing and resolving anxieties about learning for individuals as well as the institution. By learning I mean the re-integration of parts of experience which have been split off, denied or polarized. Integration requires two things - one is tolerance of depressive anxieties and the other is belief in the creative or reparative potential within one's self or group.

In contrast to some apparent social trends, accentuation of gender differences may be seen at times in OU summer schools and increased when associated with age and generation differences. In one example difficulties developed between some women tutors in their first week of summer schools and some older, more experienced male tutors who had been there in the previous weeks. Tensions were acted out between two tutors, a man and woman, who were supposed to work as a team but eventually were not able to support each other. Reflecting back on the experience the woman tutor concluded that women have to live through these things, in a sense, on behalf of others (or the institution) who are unable or unwilling to. In another example a male tutor could not accept that there were any differences between him and the students and that, evidently, included responsibilities he had for the students. Difficulties developed between him, some students as well as staff about who had responsibility for what. The learning context became adversely affected. When some students approach their first summer school, they may idealize the tutors or the institution and feel safe that any problems will be anticipated and solved before they are suffered. Idealization is a defense against anxiety or thinking about the possibility of failure or disappointment, especially where separate and unknown parts of a

system come together in summer schools. Process of denial, splitting and projection are attempts to stay in control from a distance.

In course teams, gender does not appear to provide a focus of anxiety, at least in my experience. However, differences in age and experience may exaggerate academic competition and anxieties about dependence on the institution i.e. demands made and resources provided. Early on in production, chairs of teams may become the object of ambivalent feelings about authority of the institution and attempts to manage ignored by the team.

In these brief examples, process consultancy helped some students and staff to tolerate these difficulties while searching for some patterns of behaviour which might reveal the learning that was or might be taking place. The idea of a safe place to think about meanings also means that there is some hope about better outcomes, a belief inherent in the experience of new generations. In aging, the hope is more internal, that experience can bring wisdom - especially in making effective use of the abilities one has or that are within one's group. In gender issues the hope is that differences will be complimentary as well as potentially creative. Many more examples are given in the preceding ten TCC (Teaching and Consultancy Centre) reports (No 59-68)..

Gender, age and generation may provide a useful focus for describing and understanding some aspects of relationships in work situations. But they may also obscure ideas by their specificity and a return to the less familiar language of object relations may then be more useful.

A psychodynamic theory briefly outlined

1. Boundaries and magic. Belief that things can be as one imagines them to be leads one towards and away from learning. The process of splitting and projection described above also begins the definition of many kinds of boundaries which separate differences and exaggerate them (stereotyping and polarization). Anxieties about being isolated, abandoned and hopeless are also part of learning and development - accepting separation, independence and uniqueness.

2. Containment and enquiry. When anxieties imagined from past experience are moderated through relationships in the present, curiosity and enquiry

become more important. There is more awareness of differences, realities of a situation and consideration of alternative actions and their possible consequences.

3. Development and the unknowable. Awareness of development is past and future oriented. We become aware of development by looking back in history and able to face the unknowable in the future when there is belief in a capacity of creativity. Differences in gender may suggest a male-female couple. But the creative potential of the relationships is fulfilled when a couple become parents to the creation of something new, unique and separate with its own independent capacity for creativity.

This brief outline can be filled out through reading and training in groups and of the two, direct disciplined observation of relationships is by far the more important.

Training

It has become clear to me over the years that advising people how to manage better may be of little use. Even the most competent staff are vulnerable to the impact of groups processes on work. More effective is help in learning from experience, not just accepting guide lines for or theories about behaviour. Learning in groups is the most important activity in training for consultancy.

In 1987, after surveying what the OU had to offer in group training, I suggested a number of questions which should be asked to help determine how good the training is. I did this at the request of an OU colleague, Roy Webberley who was considering developing a pack in 'experiential learning' relevant to the Centre for Youth & Adult Studies of the School of Education and to Community Education, now under the Institute of Health, Welfare and Community Education.

My internal 1987 paper 'Working with groups - criteria for assessing the quality of materials' reflects some of the difficulties I was having at that time being heard in the institution. I asked the following questions and offered some comments;

1. Is there some indication of what competence the leader should have? Leaders should have some knowledge and skills about group process, some

theoretical basis to keep track of the rapidly changing and complex events, how they are contributing to the development of the group and how to facilitate insights about these processes.

2. Are the materials excessively positive to the neglect of 'reality'? A leader with inadequate training is vulnerable to avoiding uncomfortable feelings which often precede insight and learning, colluding with the group to dump the unwanted feelings onto a 'scapegoat' inside or outside the group and thus reproducing the conditions of 'not listening' which are so provocative.

3. Is there any guidance about the possible impact of more distant or indirect relationships on an on going situation? Conflict between two members of a group (or sub-groups) may be due more to distant (abstract or inexpressible) worries of the group than to personalities or even values associated with the conflict. In effect, team members may 'act out' anxieties on behalf of the group, providing a 'language' or symbols to represent, test out and address more directly what may be very complex and deep.

4. Are there guide lines for assessing progress and results? If people are really encouraged to describe their experiences realistically, the range of results should be impressive because of the different beginning points. Learning is likely to put one in touch with feelings of loss as well as achievement, realizing what one does not know and might not be able to find out. Integration of previously unrelated or opposing ideas may leave one with a feeling of loss (of innocence) or guilt (from negative desires) or creativity (from reparation).

The search for a good group for training may require some considerable time. The most obvious, organizations for therapy and counselling, are not necessarily the best for a particular individual. The range of organizations offering group training is surprisingly large and includes church schemes, community work and social services organizations. Some of these are listed in Appendix B. Useful books include Abram (1991) and Kovel (1991). I have also summarized my own first four years of training in Appendix A.

Training for consultancy

In the spring of 1991 I circulated a proposal for the development of OU courses relevant to process consultancy. Although such training would be relevant to a wide variety of occupations, the lack of funding and the difficulty of targeting potential users meant that the proposal could not be further developed at the time. The aims initially suggested, but not debated, are summarized below. Tuition and supervision of work in small groups is an important aspect of training. In my proposal I suggested how this could be solved in distance education by the use of professionals available locally who had some relevant qualification.

Aims for courses relevant to consultancy -

1. To use examples from the application of psychodynamic theories in a variety of familiar contexts for a basic understanding of relevant skills.
2. To reflect on the variety of roles one assumes in different situations and how they are affected by the dynamics in groups and institutions.
3. To become aware of the limits of one's own knowledge and skill to avoid the assumption of inappropriate roles.
4. To acquire a direct experience of psychodynamic based skills through a variety of projects supervised by a person available locally, by attending some group based training experiences which focus on psychodynamics
5. To become familiar with the concepts necessary to understand the literature in group relations and organizational consultancy from a psychodynamic perspective.
6. To study the history and development of psychodynamic based consultancy developed in the Tavistock Institute of Human Relations (England) and the A.K. Rice Institute (USA).
7. To study the application of ideas from therapy and consultancy to education, especially 'group relations training' developed from the Tavistock organized 'Leicester Conferences'.
8. To reflect on how the issues of authority and dependence are experienced in different roles and when it may be appropriate to come out of role.

Readings

For my 1988 workshop on team work, I made reprints of the following papers and books available to the participants on a reserve shelf in the library, the first time this has been done in the OU. They provide an introduction to the fundamental ideas in psychoanalysis and its application to groups and institutions and are listed here in the order in which I recommended them to be read (a brief discussion about theory was also included) - Symington (1986), Klein (1959), Mitchell (1986), Bion (1952), Coltart (1986), Carr (1988), Jaques (1955), Menzies (1961), Wittenberg (1983).

Work with children provides vivid examples which are usually clearly written about in published papers or books and one of the best is by Edna O'Shaughnessy (1963). At the adult level one of the clearest writers is Betty Joseph (1989).

A number of papers and books specifically discussing ideas of Bion are in Matti Harris (1981), Edna O'Shaughnessy (1981) and Malcolm Pines (1985). Bion's early papers collected in Experiences in Groups (1961) are the only ones widely known outside of the professional world of therapy and psychoanalysis and includes his important 1952 paper. Other publications are more difficult but have been influential in consultancy and include Bion (1959, 1962a, 1962b, 1965, 1967)

There are a number of important papers and collections which provide many of the earliest papers important in the development of what some call the 'Tavistock approach' as well as examples of consultancy. These include Trist (1990), Colman (1975, 1985), Hirschhorn (1988), Miller (1988), Hughes (1989), Limentani (1989). Morgan (1986) also has a section on Tavistock work and Alford (1989) relates Kleininan theory to academic disciplines.

The list of references provides a comprehensive introduction to groups relations training and process consultancy.

References

Abram, J. (1991) A Guide to Individual Psychotherapy Training. London: Free Association Books.

Alford, C.F. (1989) Melanie Klein and Critical Social Theory: an account of politics, art and reason based on her psychoanalytic theory. Yale University Press.

Bain, A. (1982) The Baric Experiment: the design of jobs and organization for the expression and growth of human capacity. Tavistock Institute of Human Relations Occasional Paper no. 4

Bion, W.R. (1952) "Groups dynamics: a review". Internat. J. of Psycho-analysis. 43 306-310. Reprinted in Second Thoughts. Selected papers on Psycho-analysis. New York: Jason Aronson (1967). Reprinted by Maresfield Reprints, London (1984). Reprinted in E.B. Spillus ed. Melanie Klein Today. Vol 1. London: Rouledge/ Tavistock (1988).

Bion, W.R. (1959) "Attacks on on linking" Int. J. of Psycho-Analysis. 46

Bion, W.R. (1961) Experiences in Groups. Tavistock Publications

Bion, W.R. (1962a) "A theory of thinking" Int. J. of Psycho-Analysis . Reprinted in Second Thoughts. Selected papers on psychoanalysis. New York: Jason Aronson (1967) Reprinted in E.B. Spillus ed. Melanie Klein Today Vol 1 London: Routledge/Tavistock (1988)

Bion, W.R. (1962b) Learning from Experience. Heinemann. Reprinted by Maresfield Library, London (1984)

Bion, W.R. (1965) Transformations. Heinemann

Bion, W.R. (1967)"Notes on memory and desire" Psychoanalytic Forum. 2:3

Brearley, J. (1985) "Anxiety in the organizational context: Experiences of consultancy" J. Social Work Practice. 33-47

Britton, R. (1981)"Re-enactment as an unwitting professional response to family dynamics" in S. Box ed. all Psychotherapy with Families: an analytic approach. London: Routledge & Kegan Paul.

Carr, A.W.; Shapiro, E.R. (1989) "What is a 'Tavistock" interpretation?" in F. Galbelnick and A.W. Carr eds. Contributions to Social and Political Science. Washington, D.C.: A.K. Rice Institute.

Campbell, D.; Draper, R.; Huffington, C. (1991) A Systemic Approach to Consultation. Karnac Books.

Colman, A.D., Bexton W.H. (1975) Group Relations Reader 1. Washington, D.C: A.K. Rice Institute

Colman, A.D., Geller, M.H. (1985) Group Relations Reader 2. Washington, D.C: A.K. Rice Institute

Coltart, N. (1986) "Slouching towards Bethlehem...or thinking the unthinkable in psychoanalysis. in G. Kohon ed. The British School of Psychoanalysis. London: Free Association Books

Grinberg, L. ed. al (1975) Introduction to the work of Bion. London: Maresfield Library (out of print)

Harris, M. (1981) "The individual and the group: on learning to work with the psycho-analytic method" in J.S. Grotstein ed. Do I Dare Disturb the Universe? A memorial to Wilfred R. Bion

Hirschhorn, L. (1988) The Work Place Within. Psychodynamics of organizational life. MIT Press

Hughes, J.M. (1989) Reshaping the Psychoanalytic Domain. The work of Melanie Klein, W.R.D. Fairbain and D.W. Winnicott. University of California Press.

Jaques, E. (1955) "Social systems as a defense against persecutory and depressive anxiety" In M. Klein ed. al. New Directions in Psycho-analysis. The significance of infant conflict in the patterns of adult behaviour. London: Tavistock Publications. Reprinted by H. Karnac (1977). Reprinted in G.S. Gibbard (1976), ed. al Analysis of Groups. Jossey-Bass.

Joseph, B. (1989) "Towards the experience of psychic pain" Chap 6 in Psychic Equilibrium and Psychic Change ed. by.M. Feldman, E.B. Spillius London: Tavistock/Routledge.

Klein, L.; Eason, K. (1991) Putting Social Science to Work. Cambridge University Press

Klein, M. (1959) "Our adult world and its roots in infancy" Human Relations. vol. 12. Reprinted in Envy and Gratitude and other works. Hogarth Press, (1980) and Virago Press (1988), In A.D. Colman, ed. al Group Relations Reader 2 A.K. Rice Institute (1985)

Kovel, J. (1991) A Complete Guide to Therapy. From psychoanalysis to behaviour modification. 2nd ed. Penguin Books

Limentani, A. (1989) Between Freud and Klein. The psychoanalytic quest for knowledge and truth. Free Association Books

Lyth, I. Menzies (1988) Containing Anxiety in Institutions Vol. 1 London: Free Association Books

Lyth, I. Menzies (1989) The Dynamics of the Social Vol. 2 London: Free Association Books

Lyth, I. Menzies (1988) "A psychoanalytic perspective on social institutions". In E.B. Spillus ed. Melanie Klein Today Vol 2. London Routledge/Tavistock.

Main, T. (1975) "Some psychodynamics of large groups" in L. Kreeger ed. The Large Group. Therapy and dynamics. Constable.

Menzies, I. (1961) "A case study in the functioning of social systems as a defense against anxiety." Tavistock Pamphlet 3. Reprinted in A.D. Colman ed. al Group Relations Reader 1 Washington D.C. A.K. Rice Institute (1975), I. M Lyth Containing Anxiety in Institutions. London: Free Association Books.

Miller, E.J. (1988) "The study of organizational dynamics" M. Aveline and W. Dryden eds. Group Therapy in Britain. The Open University Press

Miller, E.J. (1990) "Experiential Learning in groups I: the development of the Leicester model" in E. Trist, H. Murray eds. The Social Engagement of Social Science. vol. 1 The socio-psychological perspective. London: Free Association Books.

Mitchell, J. (1986) The Selected Melanie Klein. Penguin Books

Morgan, G. (1986) Images of Organization. Sage

Morris, B. (1947) "Education and human relations" J. of Social Issues. 3:2 p. 42-50

Nicodemus, R.B. (1983) "Geologists 'map' course production" Journal of Geography in Higher Education 7:2 201-203.

Nicodemus, R.B. (1984) "Lesson from a course team" Teaching at a Distance. no. 25 p. 33-35

Nicodemus, R.B. (1985) "Externalized anxieties in summer schools and what they reflect about institutional integration" Sociological Review. 33:1 p. 91-105

O'Shaughnessy, E. (1963)"The absent object" J. of Child Psychotherapy, 34-43

O'Shaughnessy, E. (1981) "A commemorative essay on W.R. Bion's theory of thinking" J. of Child Pyschotherapy. 7:2 p 181-92. Reprinted as "W.R. Bion's theory of thinking and new techniques in child analysis" in E.B. Spillius ed. Melanie Klein Today Vol 2 London: Routlege 1988

Pines, M. (1985) Bion and Group Psychotherapy. Routledge & Kegan Paul

Sutherland, J.D. (1985) "The British object-relations theorists: Balint, Winnicott, Fairbain, Guntrip". Journal of the American Psychoanalytic Association 28:4 829-854

Symington, N. (1986) The Analytic Experience. Lectures from the Tavistock. London: Free Associations Books.

Trist, E. Murray, H. eds. (1990) The Social Engagement of Social Science. Vol 1 The Socio-Psychological Perspective. University of Pennsylvania Press and Free Association Press.

Woodhouse, D.; Pengelly, P. (1991) Anxiety and the Dynamics of Collaboration. Aberdeen University Press.

Appendix A Summary of Training 1978 - 1982 (number of hours)

Tavistock Clinic
Seminars -
Psychoanalytic theory (86)
Personality development (45)
Research in child development (45)
Aspects of human growth and development (45)
Personality development and interaction in groups (123)
Group psychotherapy (22)
Bion readings (22)

Observations & workshops -
Personality development and interaction in groups (122)
Consulting to institutions (22)

Conferences
Group relations (45)
Bion and Spock (18)

Marriage Guidance Council
Seminars on human growth and development (9)
Small group dynamics (15)
Counselling, marital interaction role play (40)
Assessment, focus and evaluation (15)
Case discussion (70)
Individual and family counselling (240)

Institute of Group Analysis
Lectures on group dynamics (30)
Large group dynamics (15)
Small group dynamics (45)

Appendix B Some sources of training (examples of courses and conferences)

The Bridge Foundation, 22 Clifton Wood Road Bristol BS8 4TW (Authority, Leadership and organizational life)

Churches Regional Training Groups, Adult Education Officer, Board of Education, Church House, Great Smith Street, London SW1P 3NZ (Scheme for professional development, Workshop on consultation)

The Grubb Institute, Cloudesley Street, London N1 0HU (Studying Behaviour in Systems)

University of London, Department of Extra-mural Studies, 28B Torrington Square London WC1E 7JI ('How groups work', 'Counselling')

Manchester Business School, Management Development Division, The Lancaster University LA1 4YX (Conflict and Co-operation)

Metanoia Psychotherapy Training Institute, 13 North Common Road, London W5 2QB ('Group dynamics', 'Contracts and Contracting')

Nottingham University, School of Education, NG7 2RD (Group dynamics conference)

Relate, Marriage Guidance, Herbert Grey College, Little Church Street, Rugby CV21 3AP ('Understanding groups and group leadership')

The Tavistock Institute of Human Relations, Group Relations Training Programme, 120 Belsize Lane. London NW3 5BA (Authority, Leadership & Organization)

The Tavistock Clinic [address above] (Consulting to individuals, groups and organizations, Counselling aspects in education'

The Tavistock Institute of Marital Studies [address above] (Small group supervision and consultation)

Westminster Pastoral Foundation, 23 Kensington Square, London W8 5HN (Groupwork training)

Other sources of information

British Association of Psychotherapists, 121 Hendon Lane, London N3 3FR

British Psychological Society, St Andrew's House, 48 Princess Road East, Leicester LE1 7Dr

British Association of Counselling, 37A Sheep Street, Rugby CV21 3BX

Scottish Institute of Human Relations, 56 Albany Street, Edinburgh EH1 3QR

Institute of Management Consultants, 5th Floor, 32/33 Hatton Garden, London EC1N 8DL

Management Consultancies Association, 11 West Halkin Street, London SW1X 8JL

Professional programmes

The only professional training program in consultancy with a substantial input of psychoanalytic theory I am aware of, is offered by the William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology. The two year part-time programme in 'Organizational development and consultation' draws upon two traditions - psychoanalytic and organizational theory (including open and sociotechnical-systems theory). The course includes supervised experience of organization diagnosis, assessment and development. The extensive reading lists include some papers and books listed above but far more from management. Of the eight courses, the third concerns 'A psychoanalytic perspective of organizational life' and the seventh, 'Case seminar in organizational consultation' includes readings from the 'family systems perspective' e.g. the family therapist as a business consultant. (from information provided by Dr. Laurence Gould, Program Director, The William Alanson White Institute, 20 West 74th Street, New York 10023, USA)